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17. ABSTRACT (MAX. 250 WORDS) Socio-economic factors associated with educational attainment of farm and nonfarm youths were analyzed. The 1960 population census supplied the data. A summary of results follows:

1) Dropout rates for youths 16 to 17 and 18 to 19 years of age were lowest in urban areas and highest in rural-nonfarm areas.

2) Urban-rural differences in estimated dropout rates for 16 and 17 year olds largely disappeared when parental income, education, and occupation characteristics were considered.

3) Most school dropouts had completed at least 9 years of school; however, substantial differences between whites and Negroes and between youths in various residential categories existed in the proportions of dropouts with some high school education. Only 25% of Negro male dropouts who were farm residents in 1960 had completed as much as one year of high school compared with about 68% of white males living in urban fringe areas.

4) The proportion of school dropouts among youths 16 to 24 years old ranged from over 40% for Negro and Indian youths to less than 10% for Japanese and Chinese youths. Dropout rates for youths in families whose parents were foreign born were substantially lower than those for youths whose parents were born in the United States.

5) School dropout rates were disproportionately high among families with low incomes; further, school dropouts 18 to 24 years old who had families of their own earned incomes substantially below those of high school graduates.

6) For all males 25 to 64 years of age, higher incomes were directly related to higher levels of educational attainment. Income differences increased with age, so that the effect of education appears to be cumulative.

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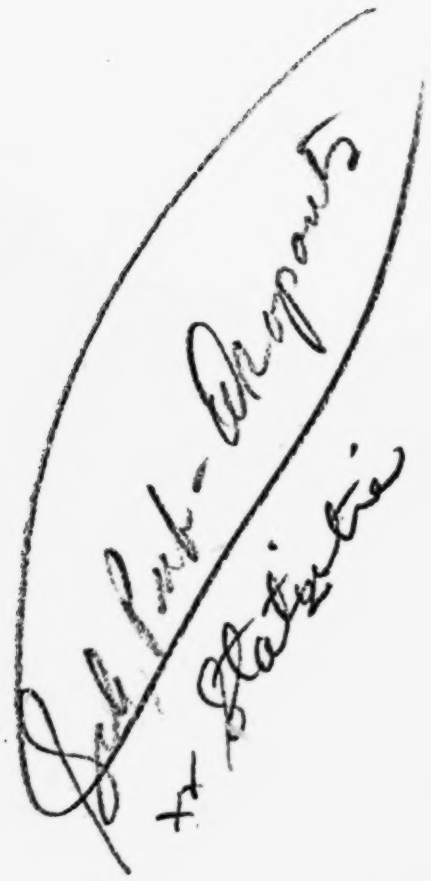
SCHOOL DROPOUTS AND HIGH SCHOOL GRADUATES

Farm and Nonfarm, 1960



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Washington, D. C. December 1964

SUMMARY

This report analyzes the socioeconomic factors associated with the educational attainment of farm and nonfarm youths. Data are from the 1960 Census of Population. Emphasis is on the factors related to variations in school dropout rates and on the socioeconomic status of school dropouts and high school graduates. A summary of results follows:

1. In general, dropout rates for youths 16 to 17, and 18 to 19 years old were lowest in urban areas and highest in rural-nonfarm areas.

2. Urban-rural differences in estimated dropout rates for 16- and 17-year-olds largely disappeared when parental income, education, and occupation were considered. The higher dropout rates of rural youths 16 and 17 years old occurred largely in families in which parental education was low, where income and education of the father was low, or where the father was employed in a laborer or blue-collar occupation.

3. Most school dropouts had completed at least 9 years of school, which means that they left at some time during high school. There were, however, substantial differences between whites and Negroes and between youths in various residence categories in the proportions of dropouts with some high school education. Only about 1 in 4 Negro male dropouts who were farm residents in 1960 had completed as much as 1 year of high school, compared with about 68 percent of white males living in the urban fringe areas.

4. The proportion of school dropouts among youths 16-24 years old ranged from over 40 percent for Negro and Indian youths to less than 10 percent for Japanese and Chinese youths. Dropout rates for youths in families whose parents were born in Northern or Western Europe or in Central and Eastern Europe were substantially lower than those for youths whose parents were born in the United States. Although socioeconomic differences between the families of Japanese and Chinese youths and those of Negro and Indian youths may account for the lower dropout rates of Japanese and Chinese, such differences do not account for the lower rates of Japanese and Chinese compared with whites.

5. There was a high positive correlation, by family categories, between the proportion of dropouts aged 16 and 17, and 18 and 19, and the proportions of persons 2 years younger but enrolled in grades below normal for their age. This suggests that dropping out of school is partly the result of a longer period of school retardation.

6. Data on labor force and occupational status showed sharp differences between graduates and dropouts in the proportions in the labor force, in white-collar occupations, and in the unemployed. In all cases the differences were in favor of high school graduates. Differences in unemployment rates between male dropouts with some high school experience and those who had only a grade school education were negligible. This may reflect the greater importance attached to a high school diploma itself than to completion of a given level of school below graduation.

7. School dropout rates were disproportionately high among families with low incomes. Further, school dropouts 18-24 years old who had formed their own families had incomes substantially below the average of those of high school graduates. Income differences associated with educational attainment widened with age. For example, income differences were greater among heads of families aged 22-24 than among 18- and 19-year old family heads, perhaps because the presumed advantages of educational attainment had not had time to become important.

8. Information on the marital status of dropouts and graduates showed that the proportion of young women who were school dropouts and who had married and borne children was relatively high. Marriage and child-bearing were probably important reasons why young women dropped out of school.

9. For both farm and all males 25-64 years old, higher incomes were directly related to higher levels of educational attainment. Income differences also increased with age so that the effect of education appears to be cumulative. However, income differences attributable to educational differences between farm and all other males were less important than the lower incomes received by farm males with the same level of educational attainment as that of all males. Differences in occupational distribution rather than in educational attainment are probably more important in accounting for farm-nonfarm income differences.

CHARACTERISTICS OF SCHOOL DROPOUTS AND HIGH SCHOOL GRADUATES, FARM AND NONFARM, 1960 1/

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INTRODUCTION

Earlier reports have shown decreases in school retardation and school dropout rates among farm and nonfarm youths between 1950 and 1960; they also showed substantial variations in these rates when related to age, color and region of residence (1, 2) 2/. This report analyzes additional data from the 1960 Census of Population to determine the social and economic characteristics associated with varying levels of educational attainment of farm and nonfarm youths, and seeks to answer questions such as the following: How do school dropout rates differ among youths living in urban and rural communities? What are the relationships between educational level, occupational status, and income position of families and school dropout rates? How does the occupational status of school dropouts compare with that of high school graduates? Within urban and rural areas, how do school dropout rates vary with ethnic and racial backgrounds?

Despite the fact that school dropout rates declined between 1950 and 1960, the problems of school dropouts are receiving more attention now than at any time in the past. One reason for this concern is the increase in the size of the school-age population so that even a lowered dropout rate results in a large number of actual dropouts. A second and more important reason is recognition of the vital influence of education on the quality of the Nation's labor force and on the career of the individual. In a labor market where high school education has become the norm, and where more and more occupations require college education or post-high school training, young persons with low levels of educational attainment face not only immediate problems of obtaining employment but also long-range social and economic disadvantages.

Education will almost certainly become more important as technological developments create a greater demand for well-educated workers. This should be kept in mind in considering the implications of the following data on the educational status of youths 16-24 years old, most of whom will spend 40 years or more in the labor force.

Source of data.— For the most part, data in this report were derived from the Subjects Reports of the 1960 Census of Population, which contain information on the school-age population of the United States in detail never before available (8, 9). The analysis focuses on the socioeconomic factors related to variations in school dropout rates among youths 16-24 years old. Where data were not available for the computation of dropout rates, comparisons were made between the social and economic characteristics of school dropouts and those of persons who had graduated from high school.

1/ This report was prepared under the general direction of Louis J. Ducoff, Chief, Farm Population Branch.

2/ Underscored figures in parentheses refer to items in Literature Cited.

School dropouts are defined as persons 16-24 years old in 1960 who were not enrolled in school and who had completed fewer than 12 years of regular schooling. (See Definitions and Explanations, page 28, for descriptions of terms used in this report).

SCHOOL DROPOUT RATES FOR 16- TO 24-YEAR-OLDS: 1960

By residence and ethnic background.--About 27 percent of the 21.3 million persons 16-24 years old in 1960 had completed less than 12 years of school and were not enrolled in school (table 1). The substantial differences between the proportions of school dropouts among 16- and 17-year-olds (16 percent) and those 18 to 24 years old (ranging from 27 to 34 percent) are due, in part, to State laws that provide for compulsory school attendance to age 17 or 18.

Dropout rates for white persons of various ethnic backgrounds and for various nonwhite races show that the lowest white dropout rates were for youths from families where one or both parents were born in Northern or Western Europe (16 percent) or in Central or Eastern Europe (13 percent). These dropout rates were only about 60 percent as high as those for native-born whites and about 37 percent as high as those for all foreign-born whites. Among whites, the highest dropout rate (40 percent) was that for foreign-born youths.

These ethnic variations in dropout rates may be due to differences in socioeconomic status that are related to ethnic background, to differences in the importance placed on education by parents from various ethnic backgrounds, or to scholastic problems, such as language barriers, encountered by foreign-born youths.

As earlier reports have shown, nonwhite rates were higher than those of whites. High nonwhite dropout rates, however, are due to the high rates for Negroes and Indians (table 1). For example, 44 percent of all Negroes 16-24, compared with 25 percent of all whites in the same age group, were school dropouts. At ages 22-24, 56 percent of all Negroes and 63 percent of all American Indians, compared with 31 percent of whites, were school dropouts.

In sharp contrast to the high rates for Negroes and American Indians, dropout rates for Japanese and Chinese youths were the lowest of any ethnic or racial category for which data were published. The dropout rate of 10 percent for Japanese and Chinese 16-24 years old was only 40 percent as high as the rate for native-born whites. Even at ages 22-24, where dropout rates are characteristically high, only 15 percent of Japanese and Chinese, compared with 31 percent of native-born whites, were school dropouts.

From published census data it is not possible to determine the reasons for these ethnic and racial differences in dropout rates, but the data do provide information on some of the social and economic characteristics associated with the variations. For example, compared with Negroes and Indians, Japanese and Chinese were more often urban residents, had substantially higher levels of adult educational attainment, a much higher proportion of employed males in white-collar jobs, and substantially higher incomes. 3/ In most of these measures, Japanese and Chinese resembled whites more closely than Negroes or Indians. Socioeconomic differences explain part of the difference in dropout rates among nonwhite youths, but since white-Oriental socioeconomic differences are minor, they apparently do not account for differences in dropout rates between Japanese and Chinese and whites 16-24 years old.

The higher educational attainment of children from families in which one or both parents are immigrants to the United States may result from the amount of emphasis these families place on education. But dropout rates differ among whites

3/ These comparisons are based on the characteristics of persons 35-64 years old--the age group including the majority of parents of persons 16-24 years old (6).

Table 1.--School dropout rates and ethnic characteristics, by age and type of residence, United States, 1960 1/

(Percentage not shown where base is less than 1,000 persons)

Age and residence	Total persons	White								Nonwhite			
		Total white	Total native-born white	Native parentage	Foreign or mixed parentage				Foreign-born white	Negro	Indian	Japanese and Chinese	Other races
					Northern or Western European stock	Central or Eastern European stock	Southern European stock	Other stock					
United States (000)	21,262	18,694	18,267	16,568	500	348	332	518	427	2,361	77	76	53
	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
16-24 years	27.2	25.1	24.7	25.1	15.7	13.0	23.5	31.1	39.8	43.7	48.7	9.8	26.6
16-17	16.2	15.2	15.1	15.3	9.9	8.2	15.7	18.4	19.1	24.3	29.0	5.0	16.2
18-19	26.7	24.7	24.5	24.8	15.5	12.5	21.9	29.2	37.1	42.3	46.1	5.8	28.3
20-21	31.7	29.1	28.7	29.3	16.8	14.1	25.0	36.1	43.9	52.0	58.1	9.9	30.6
22-24	34.2	31.4	30.9	31.6	18.6	15.2	27.2	39.1	47.2	56.1	62.5	15.2	31.9
Urban:													
16-17	14.8	13.9	13.8	14.0	8.8	7.8	15.5	17.1	17.8	22.5	27.2	5.1	13.1
18-19	23.7	21.8	21.5	21.8	14.2	10.9	21.4	26.4	35.9	39.5	40.6	5.6	23.5
Central Cities:													
16-17	16.8	15.7	15.6	15.9	8.9	7.9	17.7	18.6	19.5	22.8	33.6	6.1	11.5
18-19	25.8	23.3	22.9	23.4	14.3	11.2	24.5	27.6	37.7	39.8	44.4	6.9	21.1
Rural:													
16-17	18.7	17.5	17.5	17.5	14.5	10.6	18.0	23.4	28.4	27.6	29.5	4.8	23.1
18-19	33.4	31.3	31.2	31.2	21.9	25.0	26.0	40.8	45.7	48.2	48.3	7.1	38.8
Rural nonfarm:													
16-17	20.0	19.0	18.9	19.0	14.4	9.0	18.3	23.5	27.1	28.6	29.0	5.7	23.1
18-19	34.5	32.7	32.6	32.7	23.5	24.4	26.9	40.5	45.4	47.9	47.9	8.4	39.8
Rural Farm:													
16-17	15.7	14.1	14.0	13.9	14.8	13.7	16.4	23.0	32.9	25.9	31.3	3.2	---
18-19	30.1	26.6	26.5	26.5	14.9	26.5	---	42.7	46.8	48.7	50.0	---	---

1/ Dropouts are persons with less than 12 years of school completed and not enrolled in school.

U. S. Bureau of the Census. U. S. Census of Population: 1960. Subject Reports. School Enrollment, Final Report PC (2) - 5A, tables 1 and 11. U. S. Govt. Printing Off., Washington, D. C., 1964.

of various ethnic backgrounds and among nonwhites of various races, so that differences in emphasis on education cannot be accounted for merely by the immigrant status of parents. For whatever reasons, it appears that youths from families with a European background (other than Southern European) and from Japanese and Chinese families are taking greater advantage of educational opportunities than children from families of other ethnic and racial backgrounds. One probable result of this comparatively high educational attainment will be to improve their opportunities for general social mobility.

Dropout rates for 16- to 17- and 18- to 19-year-old whites were highest in rural-nonfarm areas and lowest in urban. 4/ Dropout rates for rural Negroes and Indians were higher than those for any other ethnic or racial group; almost half (48 percent) of all 18- and 19-year-old Negroes and Indians living in rural areas were school dropouts.

By region and color.--With the exception of higher rates for rural-nonfarm youths, size of place of residence was not closely related to dropout rates either in the South or in the North and West (table 2). The principal differences were between urban and rural youths rather than among youths within either broad residence category. For example, dropout rates for all urban 18- and 19-year-olds ranged from 19-24 percent in the North and West and from 26-30 percent in the South; among rural residents, rates ranged from 21-27 percent in the North and West and from 34-42 percent in the South. In general, dropout rates for both whites and nonwhites were higher in the South than in the North and West.

Educational attainment of white and Negro school dropouts.--The average school dropout 16-24 years old left school during his tenth year of school, but there was considerable variation by sex, color, and type of residence in the proportions of dropouts who had completed 9 or more years of school (table 3). In every type-of-residence category, and for both white and Negro dropouts, a higher proportion of females than males had completed at least 1 year of high school. 5/ Less than half the Negro dropouts living in rural areas in 1960 had completed as many as 9 grades of school. Differences in the proportions of whites and Negroes completing 9-11 years of school were greatest among rural residents and least among those living in central cities. For whites, the highest proportions of dropouts with some high school education were in the urban fringe--areas including suburban communities; for Negroes, the proportions were highest in central cities and declined with size of place.

Differences in the amount of schooling received by urban and rural dropouts may be partly accounted for by higher rates of school retardation and less adequate school facilities in rural areas, and, perhaps, by urban-rural differences in the enforcement of laws governing compulsory school attendance. Also, farm males may have more occupational alternatives open to them than do urban males, even if the available jobs consist only of part-time employment on farms.

4/ Because data on age were not published in the same detail by type of residence as for the entire United States, dropout rates by residence could be computed only for 16-17- and 18-19-year-olds. Throughout this report, urban and rural dropout rates are based on the number of urban and rural residents enumerated in April 1960. It was not possible to determine the degree to which migration of young persons affected dropout rates.

5/ The age composition of school dropouts in each of the residence categories was sufficiently similar so that age-adjusted proportions of dropouts with some high school differed by 1 percent or more only in the case of nonwhite farm males. Because the proportion of nonwhite farm male dropouts who were 18-19 years old--ages where the proportion of dropouts with some high school completed is high--was higher than that for all males in the United States, age-adjustment resulted in a figure 1.6 percentage points above the unadjusted figure.

Table 2.--School dropout rates and type of residence for persons 16-19 years old, by age and color, North and West, and South, 1960 1/

(Percents independently rounded)

Region, age, and color	Total	Urban					Rural			
		Total	Central cities	Urban fringe	Places of 10,000 or more	Places of 2,500 to 10,000	Total	Places of 1,000 to 2,500	Nonfarm	Farm
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
North and West:										
Total, 16-17 years	14	13	16	11	13	12	14	12	16	11
White	13	13	15	10	13	12	14	12	16	11
Nonwhite	21	20	21	18	21	22	28	14	32	21
Total, 18-19 years	23	22	24	20	19	20	27	22	30	21
White	22	20	22	19	18	20	26	22	30	21
Nonwhite	37	36	37	35	32	37	44	35	46	40
South:										
Total, 16-17 years	22	19	20	16	20	19	24	19	27	21
White	21	18	18	15	19	19	24	18	26	19
Nonwhite	25	23	24	23	23	20	27	23	28	26
Total, 18-19 years	34	29	30	28	26	30	40	34	42	39
White	31	26	27	26	23	28	38	31	40	35
Nonwhite	44	40	40	43	39	38	48	45	48	49

1/ Dropouts are persons with less than 12 years of school completed and not enrolled in school.

Table 3.--Selected data on years of school completed by school dropouts 16-24 years old, by sex, color, and type of residence, United States, 1960 1/

Type of residence	Male				Female			
	White		Negro		White		Negro	
	Percentage with 9-11 years	Median	Percentage with 9-11 years	Median	Percentage with 9-11 years	Median	Percentage with 9-11 years	Median
	Percent	Years	Percent	Years	Percent	Years	Percent	Years
United States	58	9.4	49	8.9	68	9.8	60	9.5
Central cities	64	9.7	62	9.6	69	9.8	69	9.8
Urban fringe	68	9.8	57	9.4	76	10.0	65	9.7
Other urban	57	9.4	44	8.6	68	9.8	56	9.3
Rural nonfarm	54	9.2	37	8.2	63	9.6	47	8.8
Rural farm	42	8.7	24	7.1	56	9.3	37	8.3

1/ Dropouts are persons with less than 12 years of school completed and not enrolled in school.

U.S. Bureau of the Census. U.S. Census of Population: 1960. Subject Reports. School Enrollment, Final Report PC(2)-5A, table 11. U. S. Govt. Printing Off., Washington, D. C., 1964.

ESTIMATED SCHOOL DROPOUT RATES AND SOCIOECONOMIC CHARACTERISTICS: 16- AND 17-YEAR-OLDS

An implicit assumption in the analysis of social and economic data by type of residence is that the variations occurring are due either to the distinguishing characteristics of the area, (e.g., population size and density), or to differences in the characteristics of the populations. As shown above, for example, ethnic and racial characteristics were more closely related to dropout rates than was urban-rural residence. Often, classification by urban-rural residence is used because detailed information on occupational, educational, and income distributions by residence is not available and because urban-rural residence is known to be related to socioeconomic characteristics.

This section examines the relationships between variations in estimated dropout rates for 16- and 17-year-olds and the socioeconomic characteristics of these youths' families. Limitations of the data and the assumptions made are particularly important. First, it is assumed that the relationships between estimated dropout rates and socioeconomic characteristics of families of 16- and 17-year-olds are a valid indication of the general relationships between dropout rates and socioeconomic characteristics. Second, because information required for comparisons of actual dropout rates by age and family characteristics was not available from published census data, dropout rates were based on published data on 16- and 17-year-olds not enrolled in school. The assumption that all 16- and 17-year-olds not enrolled in school are high school dropouts is not completely justified, since some of these persons have completed 12 or more years of school and some of those considered to be enrolled in school have dropped out of school. Thus, for 16- and 17-year-olds in 1960, the actual dropout rate, based on the number not enrolled in school who had completed less than 12 years of school, was 15.2 percent; the estimated rate, based only on the number not enrolled, was 19.1 percent; and if those retarded two or more years in school were added to the number of actual dropouts, the dropout rate would be 20.5 percent. The assumption that all persons 16-17 not enrolled in school are dropouts probably results in an overestimate of the number of dropouts. The error involved is greater for youths in families of higher socioeconomic status where school retardation rates are low and a comparatively high proportion have completed high school at an early age. For families of average or below average socioeconomic status, the estimate is probably very close to the actual dropout rate. 6/

Because dropout rates for 16- and 17-year-olds are lower than for youths 18-24 years old, dropout rates for 16- and 17-year-olds cannot be used as an estimate of the rate for all youths. Moreover, since information on socioeconomic characteristics refers only to families with specified characteristics, the estimated rates do not apply to all 16- and 17-year-olds. These limitations are important in interpreting results, but they do not seriously affect conclusions on the relationships between dropout rates and socioeconomic characteristics. If anything, since the overestimate of dropout rates is greatest for youths from higher status families, the data minimize the actual relationship between dropout rates and family characteristics that would be shown by a more precise classification of dropouts.

Estimated dropout rates and occupation of father.--Among 16- and 17-year-olds living with their employed father, the lowest dropout rates were for youths whose fathers were employed as professional workers (5 percent) or nonfarm managers (7 percent); the highest rates were for children of farm laborers and nonfarm laborers, 31 and 22 percent, respectively (table 4). With the exception of children whose fathers were employed in farm occupations, there were only minor differences by sex in estimated dropout rates.

6/ Information on the occupations of fathers of 16- and 17-year-olds who were not enrolled in school and who had completed high school shows that the proportion of youths who had completed high school ranged from 36 percent for children of professional workers to 4 percent for children of farm laborers. This information relates only to the 56 percent of all 16- and 17-year-olds not enrolled in school who were living with one or both parents and where the parent was employed.

Table 4.--Estimated school dropout rates for 16- and 17-year-olds living with employed father and occupation of father, by color and sex, United States, 1960 1/

Age, sex, and color	All persons living with employed father 2/	Professional, technical, and kindred workers	Farmers and farm managers	Managers, officials, and proprietors, except farm	Clerical and kindred workers	Sales workers
	Percent	Percent	Percent	Percent	Percent	Percent
Total, 16-17 years	13.2	4.7	13.8	7.1	10.0	7.7
Male	14.0	4.6	16.3	7.1	9.8	8.0
Female	12.4	4.9	11.0	7.1	10.2	7.4
White, total	12.6	4.6	12.8	7.1	9.9	7.6
Male	13.3	4.4	15.2	7.1	9.6	7.8
Female	11.8	4.9	9.9	7.1	10.1	7.3
Nonwhite, total	20.3	8.7	21.8	11.6	12.5	18.8
Male	21.5	11.6	24.6	12.0	12.8	21.7
Female	19.1	6.0	18.7	11.3	12.1	15.0

Age, sex, and color	Craftsmen, foremen, and kindred workers	Operatives and kindred workers	Service workers	Farm laborers and foremen	Laborers, except farm and mine
	Percent	Percent	Percent	Percent	Percent
Total, 16-17 years	13.0	17.4	15.2	31.4	21.9
Male	13.6	18.3	15.2	35.7	23.3
Female	12.4	16.4	15.1	26.1	20.4
White, total	12.8	17.1	14.5	31.6	22.2
Male	13.4	18.0	14.8	35.7	23.7
Female	12.1	16.1	14.2	26.3	20.5
Nonwhite, total	18.4	20.4	18.0	30.9	21.3
Male	18.2	21.4	16.9	35.8	22.3
Female	18.5	19.5	19.1	25.6	20.1

1/ Dropouts are those 16- and 17-year-olds not enrolled in school.
2/ Includes persons whose father's occupation was not reported, not shown separately.

U. S. Bureau of the Census: U. S. Census of Population: 1960. Subject Reports. School Enrollment, Final Report PC(2)-5A, table 7. U. S. Govt. Printing Off., Washington, D. C., 1964.

Within each major occupation group, dropout rates for nonwhite children were higher than those for whites, but in the case of families headed by a farm or nonfarm laborer, color differences in dropout rates were negligible. Only for nonwhite children whose fathers were in professional, managerial, or clerical occupations were estimated dropout rates lower than the average for all white youths.

In general, both white and nonwhite dropout rates were lowest for children in white-collar families, second highest for those in manual and service families, and highest for those in farm and nonfarm laborer families. Among children of farm operators, the estimated dropout rate of white youths ranked midway among the 10 major occuptation groups; the nonwhite rate was second highest.

The amount of schooling received by dropouts before leaving school also varied with occupation of their fathers. About three-quarters of school dropouts living with one or both parents and whose parent was employed in a white-collar occupation had completed 9-11 years of school before dropping out of school. 7/ Comparable proportions for children from manual and service families and from farm families were 58 and 33 percent, respectively. Only 36 percent of dropouts from farm operator families and 27 percent of those from farm laborer families had completed 9-11 years of school.

Estimated dropout rates by parents' educational attainment.--Comparisons of estimated dropout rates for 16- and 17-year-old males living with both parents show, that with one exception, differences in estimated dropout rates by type of residence were negligible when educational attainment of the father was considered (table 5). The exception is in the case of rural youths whose fathers were in the lowest educational category, where dropout rates were higher for rural than for urban children.

In families where both parents had less than a grammar school education, over a third of males 16-17 were not enrolled in school, compared with only about 7 percent in families where both parents had completed high school. A disproportionate number of dropouts were from families of low educational status. For example, families in which the father had completed less than 8 years of school comprised 24 percent of all families, but the number of estimated dropouts from these families comprised 45 percent of all estimated male dropouts 16-17years old. In contrast, the proportion of all male dropouts from families in which the father had completed 8-11 years of school was about the same as the proportion these families comprised of all families. Only about half as many dropouts as expected were from families where the father had completed high school, and only 30 percent as many as expected were from families where the father had completed at least 1 year of college.

Within each educational category, estimated dropout rates for 16- and 17-year-old males were lowest where the mother had completed as many or more years of school as had the father. Also, the data indicate that the "risk" of dropping out of school was greatest in families where the husband married a woman of lower educational status than himself and least where the wife had more education than the husband. In none of the residence categories was the dropout rate for 16- and 17-year-old males whose fathers had some college higher than 7 percent; and if it is assumed that wives of husbands who had completed some college had themsevles completed high school, then the dropout rate for families where both parents had at least a high school education did not exceed 8 percent in any residence category.

Estimated dropout rates by family income and education of father.--Estimated dropout rates for 16- and 17-year-olds, living with one or both parents, whose fathers had completed less than 8 years of school varied from 37 percent for white males in families with incomes of less than $3,000 to 23 percent for those families with incomes of $7,000 and over (table 6).

7/ These data are not strictly comparable with data based on the number of children living with their employed father, but supply the closest approximation possible from published census reports.

Table 5.--Estimated school dropout rates for male 16- and 17-year-olds living with both parents, by education of parents and type of residence, and color, United States, 1960 1/

Education of parents	United States			Type of residence				
	Total	White	Nonwhite	Central cities	Urban fringe	Other urban	Rural nonfarm	Rural farm
	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Father less than 8 years	27	26	26	26	22	24	30	30
Mother less than 8 years	34	36	29	31	29	30	36	38
Mother 8 years or more	20	20	21	21	19	18	22	20
Father 8 to 11 years	15	15	18	17	13	12	16	14
Mother less than 8 years	24	24	22	24	22	21	27	23
Mother 8 to 11 years	16	16	18	18	15	14	17	15
Mother 12 years or some college	9	9	12	11	9	7	8	8
Father 12 years	8	8	14	10	7	7	8	7
Mother less than 12 years	11	11	17	14	10	11	10	10
Mother 12 years	7	6	13	8	7	5	7	6
Mother some college	4	4	6	5	4	4	6	4
Father some college	4	4	8	6	4	3	5	5
Mother less than college	6	5	11	7	5	4	6	7
Mother some college	3	3	6	3	2	2	4	3

1/ Dropouts are those 16- and 17-year-olds not enrolled in school.

U.S. Bureau of the Census. U.S. Census of Population: 1960. Subject Reports. School Enrollment, Final Report PC(2)-5A, table 4. U. S. Govt. Printing Off., Washington, D. C., 1964.

Table 6.-- Percentage of estimated dropouts among persons 16-17 years old and education of parent and family income by urban-rural residence, sex, and color for the United States, 1960

Residence, sex, and color	Total estimated dropouts 1/	Education of parent 2/ and family income											
		Less than 8 years of school				8-11 years of school				12 or more years of school			
		Under $3,000	$3,000-4,999	$5,000-6,999	$7,000 and over	Under $3,000	$3,000-4,999	$5,000-6,999	$7,000 and over	Under $3,000	$3,000 4,999	$5,000-6,999	$7,000 and over
	Thou.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
United States	756	31	26	23	22	20	16	14	14	10	9	8	6
White males	351	37	29	24	23	22	17	15	14	10	9	8	6
Nonwhite males	65	29	27	26	26	21	19	21	18	17	15	13	12
White females	282	29	22	21	21	16	15	13	13	9	8	8	6
Nonwhite females	58	26	24	22	23	23	19	18	17	17	15	14	12
Urban	459	31	26	22	22	22	18	15	14	11	11	8	6
Males	239	31	28	23	22	24	19	16	14	12	11	8	6
Females	220	30	24	22	22	21	18	15	13	11	11	8	6
Rural	297	31	25	23	23	17	14	12	13	8	6	7	6
Males	177	35	29	26	25	20	15	14	14	9	7	7	6
Females	120	26	21	20	20	15	12	11	12	8	6	7	5

1/ Persons 16-17 years old living with one or both parents and not enrolled in school.
2/ Education of father, if present; otherwise, education of mother.

U.S. Bureau of the Census. U.S. Census of Population: 1960. Subject Reports. School Enrollment, Final Report PC(2)-5A, table 5. U. S. Govt. Printing Off., Washington, D. C., 1964.

Educational attainment of the youths' fathers rather than family income appeared to be more closely related to estimated dropout rates. That is, among families where the father had completed 12 years or more of school, dropout rates were lower for children in low-income families (under $3,000) than for the highest income families ($7,000 and over) where the father had not completed high school.

There was less variation in dropout rates for nonwhites than for whites, but with increased levels of education and income the disparity between white and nonwhite dropout rates increased. In the lowest income-education category, dropout rates for white males were higher than those for nonwhites. In most of the other income-education categories, however, nonwhite dropout rates were higher than those for whites.

Urban-rural differences in estimated dropout rates were negligible in families with similar levels of education and income.

In summary, the foregoing data show a close relationship between family socioeconomic status and estimated dropout rates for 16- and 17-year-olds. Dropout rates were lowest for youths whose fathers were employed in white-collar occupations, whose parents had comparatively high levels of educational attainment, and where the educational attainment of the father and family income were both high. Comparisons of the socioeconomic characteristics associated with the lowest and highest dropout rates illustrate the wide variation in rates. Estimated dropout rates for white males 16-17 years old ranged from about 5 percent for those whose fathers were professional workers to 36 percent for children of farm laborers; from 3 percent in families where both parents had completed some college to 36 percent where neither parent had completed 8 years of school; and from 6 percent for those in the highest family-income and parental-education category to 37 percent for those in the lowest. Because the estimated dropout rate overstates the number of dropouts among higher status families, these relationships between socioeconomic status and dropout rates would have been even closer if it had been possible to determine actual dr out rates.

The consistent pattern of relati ships between measures of family st and dropout rates reflects the fact that come, education, and occupation st are closely inter-related. That is, cupations with comparatively high so standing are also those for which ucational requirements and earnings high. As table 7 shows, information a any one of the 3 variables supplies a basis for estimating any of the othe measures.

One important implication of t results is that differences between u and rural dropout rates largely disap when differences in family status taken into account, and that the influ of parental educational levels, for ample, is much the same in rural urban areas. However, rural more than urban youths are from families characteristics associated with high d out rates. For example, proportiona 3 times as many rural as urban yo 16-17 years old and enrolled in sc were from families in the low educat income category. Consequently, ov rural dropout rates are higher than u rates (table 8).

Insofar as data on dropout rate 16- and 17-year-olds are concerned, h er rural rates are due not to rural re ence per se, but to differences bet urban and rural families in income, ed tion, and occupation.

School dropout rates and schoo tardation rates.--One important influ on educational attainment is the degr which the student progresses normal school. Students may be retarde school--below the modal grade for age--for many reasons: lack of ab failure to work up to the level of ability, absence from school becau illness or necessity to work, poor inst tion, or, what may seem to them, an levance of their school work to occupational or personal plans. Alth there are no census data that dir relate to these factors, data are avai on the normal school progress of y enrolled in school.

Table 7.--Selected data on occupation, earnings, and education of males 25-64 years old in the experienced civilian labor force, United States, 1960

Major occupation group	Median earnings in 1959 1/ and rank from high to low		Percentage with 12 or more years of school completed and rank from high to low	
	Dollars	Rank	Percent	Rank
Males, 25-64 years old:				
Professional, technical, and kindred workers	6,978	1	91	1
Farmers and farm managers	2,447	9	30	7
Managers, officials, and proprietors, except farm	6,855	2	66	3
Clerical and kindred workers	5,216	5	63	4
Sales workers	5,747	3	67	2
Craftsmen, foremen, and kindred workers	5,444	4	36	5
Operatives and kindred workers	4,645	6	25	8
Service workers	3,799	7	31	6
Farm laborers and foremen	1,577	10	12	10
Laborers, except farm and mine	3,504	8	16	9

1/ Includes earnings from self-employment.

U.S. Bureau of the Census. U.S. Census of Population: 1960. Subject Reports. Occupation by Earnings and Education, Final Report PC(2)-7B, table 1. U. S. Govt. Printing Off., Washington, D. C., 1963.

Table 8.--Estimated percentage of school dropouts among 16- and 17-year-olds and percentage distribution of 16- and 17-year-olds enrolled in school, by family socioeconomic characteristics, United States, 1960

(Percentage not shown where less than 0.5 percent)

Family characteristics	Estimated school dropouts 16-17 years old 1/	Percentage distribution of 16- and 17-year-olds in school	
		Urban	Rural
	Percent	Percent	Percent
Education and family income 2/			
Under 8 years, less than $5,000	26-31	7	21
Under 8 years, more than $5,000; and 8-11 years, less than $3,000	20-23	13	18
8-11 years, $3,000-7,000 and over	14-16	34	33
12 years and over, $3,000-7,000 and over	6-10	45	29
Occupation of father 3/			
Farm laborers	31		4
Nonfarm laborers	22	5	6
Blue collar and farmers	13-17	52	68
White collar	5-10	43	21

1/ Persons 16-17 years old living with one or both parents and not enrolled in school. 2/ Families of 16- and 17-year-olds who were living with one or both parents. Education is that of father, if present; otherwise, education of mother. 3/ Fathers of 16- and 17-year-olds living with employed father.

U. S. Bureau of the Census (8).

Table 9.--Males living with employed father: Percentage of 14- and 15-year-olds retarded in school and percentage of 16- and 17-year-old estimated dropouts, by occupation of father, United States, 1960

Occupation of father	14- and 15-year-old males retarded in school 1/	Estimated 16- and 17-year-old male dropouts 2/
Number (thousands)	302	288
	Percent	Percent
Professional, technical, and kindred workers	5	5
Farmers and farm managers	18	16
Managers, officials, and proprietors, except farm	7	7
Clerical and kindred workers	9	10
Sales workers	8	8
Craftsmen, foremen, and kindred workers	15	14
Operatives and kindred workers	20	18
Service workers	17	15
Farm laborers and foremen	46	36
Laborers, except farm and mine	28	23

1/ The retarded are those persons below modal grade for age. 2/ Dropouts are persons 16-17 years old not enrolled in school.

Source: Same as table 4.

To determine whether school dropout rates were related to rates of school retardation, retardation rates for 14- and 15-year-olds were compared with estimated dropout rates for 16- and 17-year-olds. The assumption is that the school experience of 14- and 15-year-olds is the best available indication of the earlier experience of 16- and 17-year-olds. In other words, retardation rates of 14- and 15-year-olds in 1960 should be quite similar to those of 14- and 15-year-olds in 1958 who were 16-17 years old in 1960.

To illustrate the comparison, table 9 contains data on retardation rates for 14- and 15-year-old boys and estimated dropout rates for 16- and 17-year-old boys by the occupation of their employed father. The rank order of the 2 distributions is identical and the Pearsonian correlation is .998, indicating an almost perfect statistical relationship between retardation and dropout rates. Similarly high correlations, ranging from .900 to .977, existed when retardation rates and estimated dropout rates were computed using the education-income categories shown in table 6.

To examine this relationship further, correlations were computed between retardation rates and actual dropout rates for males and females in families of various ethnic and racial backgrounds. Retardation rates for 14- and 15-year-olds were correlated with actual dropout rates for 16- and 17-year-olds and retardation rates for 16- and 17-year-olds were correlated with actual dropout rates for 18- and 19-year-olds. Pearsonian correlation coefficients were .952 and .942, respectively.

As these high correlations suggest, relationships between school retardation rates and family socioeconomic status were the same as in the case of dropout rates.

SOCIOECONOMIC CHARACTERISTICS OF SCHOOL DROPOUTS AND OF HIGH SCHOOL GRADUATES: 1960

The preceding discussion has dealt with relationships between estimated dropout rates among 16- and 17-year-olds and the socioeconomic characteristics of their families. This section compares school dropouts with high school graduates to determine differences in their income, labor force and occupational status, and marital status.

The data relate to 3 groups of persons 18-24 years old who were not enrolled in school in 1960: (1) school dropouts who had completed less than 9 years of school; (2) school dropouts who had completed some high school (9-11 years of school) short of graduation; and (3) high school graduates who had not completed as much as 1 year of college. Since published census data do not permit the computation of dropout rates by socioeconomic characteristics, the analysis is limited to comparisons of school dropouts with high school graduates.

Consistent with the relationship between income and estimated dropout rates for 16- and 17-year-olds, information on the income of parental families of 18- to 24-year-olds with varying levels of educational attainment shows a direct relationship between income and level of school completed. The median income of parental families of white males 18-24 years old who had completed less than 9 years of school was about $4,900 compared with medians of $6,800 and $7,500 for those with some high school short of graduation and high school graduates (table 10). The proportions of youths in families with incomes of less than $3,000 ranged from 29 percent for the lowest educational level to 8 percent for families of high school graduates. Thus, families living in the "proverty sector" of the U.S. population accounted for a disproportionate number of school dropouts.

Within each educational category, incomes of nonwhite families were substantially below those of white families. Over half of all nonwhite males with less than 9 years of completed schooling and a fourth of nonwhite male high school

Table 10.--Income in 1959 of families, by age, sex, color, and educational attainment of family members 18-24 years old, not enrolled in school, and not head or wife of head, United States, 1960

(Percents independently rounded)

Color, age, and educational attainment	Male				Female			
	Total not enrolled in school and not head or wife of head		Family income		Total not enrolled in school and not head or wife of head		Family income	
			Median	Percent under $3,000			Median	Percent under $3,000
	Thousands	Percent	Dollars	Percent	Thousands	Percent	Dollars	Percent
White:								
18-24 years	1,917	100	7,172	13	1,423	100	7,310	11
Less than 9 years	366	100	4,925	29	145	100	4,592	33
9-11 years	442	100	6,843	14	212	100	6,364	17
High school graduates	1,109	100	7,544	8	1,065	100	7,550	7
18-19 years	680	100	6,648	16	628	100	7,108	13
Less than 9 years	139	100	4,603	32	59	100	4,420	34
9-11 years	184	100	6,294	17	108	100	5,103	19
High school graduates	357	100	7,287	9	461	100	7,368	8
20-21 years	624	100	7,238	12	435	100	7,410	10
Less than 9 years	110	100	4,940	29	41	100	4,646	33
9-11 years	141	100	7,024	12	59	100	6,608	15
High school graduates	374	100	7,573	8	335	100	7,616	6
22-24 years	613	100	7,431	11	360	100	7,492	10
Less than 9 years	118	100	5,373	26	45	100	4,771	31
9-11 years	117	100	7,255	11	46	100	6,680	16
High school graduates	378	100	7,715	6	269	100	7,732	5
Nonwhite:								
18-24 years	343	100	4,062	38	277	100	3,740	42
Less than 9 years	121	100	2,892	52	60	100	2,444	61
9-11 years	108	100	4,250	35	80	100	3,322	46
High school graduates	114	100	5,210	25	137	100	4,696	30
18-19 years	120	100	3,465	44	105	100	3,515	44
Less than 9 years	45	100	2,618	57	22	100	2,366	63
9-11 years	41	100	3,740	41	35	100	3,227	47
High school graduates	33	100	4,430	31	48	100	4,416	33
20-21 years	113	100	4,209	36	87	100	3,707	42
Less than 9 years	37	100	2,919	51	18	100	2,505	60
9-11 years	35	100	4,492	32	24	100	3,203	48
High school graduates	41	100	5,243	26	44	100	4,620	32
22-24 years	111	100	4,581	32	85	100	4,063	38
Less than 9 years	39	100	3,326	46	20	100	2,479	60
9-11 years	31	100	4,679	30	21	100	3,617	43
High school graduates	40	100	5,940	19	45	100	5,106	26

U. S. Bureau of the Census. U. S. Census of Population: 1960. Subject Reports. School Enrollment, Final Report PC(2)-5A, table 15. U. S. Govt. Printing Off., Washington, D. C., 1964.

graduates belonged to families with incomes of less than $3,000.

Income data were also available for persons 18-24 years old who were not enrolled in school and who had formed their own families (either as family heads or wives of family heads).

For white male family heads 18-24 years old who had completed less than 9 years of school, the median family income was about 73 percent as high as that for families headed by high school graduates; for those with 9-11 years of school completed, median family incomes were about 88 percent as high as for high school graduates (table 11). Income differences associated with education were greater for families headed by males 22-24 than those headed by younger persons. For example, in families headed by 18-19-year-olds who had completed 9-11 years of school, median incomes were 98 percent those of high school graduates, but only 88 percent as high for 22-24-year-olds. And although the proportion of families with incomes of less than $3,000 decreased with age, the difference among educational categories was greater for youths 22-24 years old than for 18- and 19-year-olds.

The income position of nonwhite families headed by persons 18-24 years old was substantially below that of white families. As in the case of whites, median incomes and the proportion with incomes above $3,000 increased with education. The economic advantage favoring high school graduates was about the same for nonwhites at ages 18-19 as at ages 22-24, but the relative income position of nonwhites with less than 9 years of school decreased with age--median incomes of nonwhites in the lowest educational category were about 70 percent those of nonwhite high school graduates for family heads 18-19 and 62 percent for heads 22-24. Also, nonwhite high school graduates had median incomes about 77 percent those of whites, whereas medians for nonwhites with the lowest level of education were about 65 percent those of whites in the same educational category.

One means of estimating the relationship between income and education is to compare the actual aggregate income of persons with varying levels of education with that which would have been received if there were no educational differences. If all family heads 18-24 years old had received the income received by those with 12 years of school, aggregate income would have been about 9 percent higher, with the greatest increase due to raising the incomes of persons with the least education. If 18-24-year-old nonwhite family heads had received the incomes received by nonwhite high school graduates, aggregate nonwhite income would have been 23 percent higher.

However, white-nonwhite income differences were due primarily to income differences between white and nonwhite youths in the same educational category rather than differences in their educational attainment. If nonwhite household heads had had the same educational distribution as whites, and if existing income differences had persisted, then aggregate nonwhite incomes would have been increased by about 9 percent. But if nonwhite incomes for a given level of education had been equal to those of whites, aggregate income would have been increased by 40 percent for nonwhite family heads 18-24 years old.

In interpreting these results, the characteristics of the data and the populations they refer to should be kept in mind. Excluded from consideration, for example, are persons 18-24 years old enrolled in school and continuing their education. Moreover, educational attainment is only one of the factors associated with income, and income differences, particularly between whites and nonwhites--reflect occupational differences as well. Since family heads 18-24 years old have only begun their occupational careers, whatever income advantages may be associated with educational attainment are only beginning to be reflected in the incomes of these young families.

These data supply additional evidence that school dropouts are disporportionately high among families of comparatively low economic status. They show also that the family incomes of young persons who had established their own families vary with the education of the family head, and that income differences between gradua-

Table 11.--Income in 1959 of families with head or wife of head 18-24 years old and not enrolled in school, by age, color, and educational attainment, United States, 1960

(Percents independently rounded)

Color, age, and educational attainment	Family head				Wife of head			
	Total not enrolled in school		Family income		Total not enrolled in school		Family income	
			Median	Percent under $3,000			Median	Percent under $3,000
	Thousands	Percent	Dollars	Percent	Thousands	Percent	Dollars	Percent
White:								
18-24 years	1,933	100	4,583	23	3,837	100	5,003	19
Less than 9 years	314	100	3,642	39	435	100	3,744	38
9-11 years	511	100	4,353	26	1,065	100	4,543	23
High school graduates	1,108	100	4,969	18	2,337	100	5,493	14
18-19 years	133	100	3,272	46	582	100	4,081	31
Less than 9 years	26	100	2,725	55	79	100	3,385	44
9-11 years	53	100	3,362	44	239	100	3,956	32
High school graduates	55	100	3,434	43	263	100	4,400	26
20-21 years	462	100	4,162	30	1,084	100	4,778	21
Less than 9 years	75	100	3,301	45	118	100	3,598	40
9-11 years	139	100	4,034	32	313	100	4,458	23
High school graduates	249	100	4,466	24	653	100	5,200	16
22-24 years	1,337	100	4,850	19	2,170	100	5,397	15
Less than 9 years	214	100	3,840	35	238	100	3,930	35
9-11 years	320	100	4,625	20	512	100	4,907	19
High school graduates	804	100	5,253	14	1,420	100	5,790	11
Nonwhite:								
18-24 years	221	100	3,025	50	474	100	3,037	50
Less than 9 years	71	100	2,358	64	116	100	2,229	67
9-11 years	77	100	3,094	49	184	100	2,871	52
High school graduates	73	100	3,807	37	174	100	3,996	35
18-19 years	15	100	2,460	61	75	100	2,654	56
Less than 9 years	5	100	2,104	71	21	100	2,194	68
9-11 years	7	100	2,576	58	36	100	2,610	58
High school graduates	3	100	2,987	50	18	100	3,600	41
20-21 years	53	100	2,734	55	131	100	2,921	51
Less than 9 years	16	100	2,215	68	30	100	2,140	70
9-11 years	20	100	2,751	54	54	100	2,805	54
High school graduates	17	100	3,461	43	47	100	3,824	37
22-24 years	153	100	3,217	47	268	100	3,238	47
Less than 9 years	50	100	2,440	62	66	100	2,284	66
9-11 years	51	100	3,307	45	94	100	3,031	50
High school graduates	53	100	3,939	35	108	100	4,136	32

Source: Same as table 4.

and dropouts were greater for older than younger persons--an indication that income differences associated with education increase with age.

Labor force status, occupations, and unemployment rates of 18- to 24-year-old males.--Young men 18-24 years old and not enrolled in school have 3 alternatives: to enter the civilian labor force in search of jobs, to enter the Armed Forces, or to do neither. Differences in the labor force status, occupations, and unemployment rates of 18- to 24-year-old males not enrolled in school were associated with educational level and urban-rural residence. The proportion of school dropouts with only grade-school education who were not in the labor force--neither working nor looking for work--ranged from 24 percent for those 18-19 years old to 14 percent for those 22-24 years old (table 12). Only about 5 percent of males with less than 9 years of school were in the Armed Forces, a probable indication of the educational and ability standards of the Armed Forces.

About 10 percent of the 3.7 million males 18-19 years old and in the civilian labor force were unemployed in April 1960 (table 12). Unemployment rates ranged from about 17 percent for dropouts 18-19 years old to 6 percent for high school graduates aged 22-24. Although unemployment rates were lower for high school graduates than for school dropouts, they did not differ between the 2 categories of dropouts. Similar patterns of unemployment rates held for young men in each residence category. 8/

Among males in the civilian labor force, a majority of those in each age-education category were employed in manual and service jobs. A substantially larger proportion of high school graduates than of dropouts was employed in white-collar jobs. For example, about 3 out of 10 urban male high school graduates, compared with about 7 percent of those with less than 9 years of school, held white-collar jobs.

The major difference in the occupations of farm males was the high proportion of those with less than 9 years of school employed in farm occupations. Roughly 6 out of 10 farm males with the least education, compared with about 45 percent of high school graduates, were in farm jobs. These data suggest that employment in many farm occupations is selective of youths with the lowest levels of educational attainment. As mentioned above, the comparatively high unemployment rates among farm high school graduates is due, in part, to the definition of unemployment. For instance, a young high school graduate, unwilling to accept farm employment and looking for other work would be classed as unemployed, whereas the less-educated dropout employed as an unpaid family laborer would be classed as employed.

Data are shown on the labor force status and occupation of nonwhite males 18-24 years old (table 13). In the central cities of metropolitan areas, over a fourth of all nonwhite males 18-24 years old were either unemployed or not in the labor force. The comparable figure for whites was 14 percent. In fact, at ages 18-21 there were more nonwhites not in the labor force than unemployed. These nonwhites represent a substantial number of potential workers, who from the point of view of their economic contribution and rewards, comprise part of the "hidden unemployed." 9/ About 10 percent of nonwhite males in central cities and in the labor force were in white-collar jobs, compared with about 25 percent of whites. White-collar employment was much more common among whites than among nonwhites with similar levels of educational attainment, but for both whites and nonwhites, proportionately twice as many high school graduates as school dropouts were in white-collar jobs.

As in the case of central city residents, a higher proportion of nonwhite (22 percent) than white (15 percent) farm males were either unemployed or not in

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8/ One reason for the low unemployment rates of farm males--even those with the least education--is due to the formal definition of employment status. For example, unpaid family workers who worked 15 hours or more during the census week would be considered employed. Since opportunities for unpaid work on a family enterprise are proportionately more numerous for farm than nonfarm residents, farm unemployment rates are thereby lowered.

9/ About 2 percent of nonwhites and 1 percent of whites were inmates of institutions and were considered to be out of the labor force.

Table 12.--Labor force status and occupation category of males 18-24 years old not enrolled in school, by age, years of school completed, and urban-rural residence, United States, 1960

(Percentage not shown where less than 0.5 or where base is less than 1,000)

Area, age, and years of school completed	Total not enrolled in school	Armed forces	Civilian labor force						Not in labor force
			Total 1/		Occupation category				
					White collar	Manual and service	Farm	Unemployed	
	Thou.	Pct.	Thou.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
United States:									
18-19 years old	1,211	19	814	100	16	55	10	13	14
Less than 9	255	5	180	100	5	54	19	17	24
9-11	385	21	251	100	11	59	8	16	14
High school graduate	571	24	383	100	25	52	8	10	9
20-21	1,422	16	1,080	100	17	59	8	11	8
Less than 9	284	4	223	100	5	60	15	14	18
9-11	417	14	319	100	12	64	5	13	9
High school graduate	721	21	539	100	25	55	6	8	4
22-24	2,164	10	1,795	100	18	61	7	8	7
Less than 9	496	4	411	100	5	65	14	10	14
9-11	600	9	505	100	13	67	4	10	6
High school graduate	1,068	14	879	100	28	56	5	6	3
Urban:									
18-19 years old	708	16	504	100	21	57	2	14	12
Less than 9	123	4	91	100	7	62	4	20	21
9-11	238	16	168	100	14	61	2	18	13
High school graduate	347	21	244	100	31	52	1	10	9
20-21	875	12	701	100	21	60	1	11	7
Less than 9	150	4	122	100	7	66	4	15	15
9-11	278	12	224	100	14	65	1	13	8
High school graduate	447	16	356	100	29	55	1	8	5
22-24	1,417	8	1,223	100	22	62	1	8	6
Less than 9	278	3	237	100	7	72	4	11	12
9-11	419	7	366	100	15	68	1	10	6
High school graduate	721	11	620	100	32	56	—	6	3
Rural nonfarm:									
18-19 years old	383	30	208	100	10	59	12	14	16
Less than 9	95	8	59	100	3	53	22	18	30
9-11	120	34	61	100	7	63	10	16	16
High school graduate	168	39	88	100	18	60	6	11	8
20-21	429	26	271	100	12	63	9	12	11
Less than 9	98	5	70	100	4	62	17	14	23
9-11	115	24	74	100	8	67	7	14	12
High school graduate	215	36	128	100	20	61	5	9	4
22-24	602	18	437	100	14	65	8	9	9
Less than 9	166	6	127	100	4	65	15	12	18
9-11	155	17	114	100	9	70	6	10	9
High school graduate	281	27	196	100	22	62	4	7	4
Rural farm:									
18-19 years old	120	—	103	100	6	36	48	7	14
Less than 9	37	—	30	100	1	30	59	7	21
9-11	27	—	22	100	3	37	49	8	16
High school graduate	56	—	51	100	9	40	42	6	10
20-21	119	—	108	100	6	38	47	6	9
Less than 9	36	—	31	100	2	31	58	7	14
9-11	23	—	21	100	4	42	43	8	8
High school graduate	59	—	56	100	9	41	42	5	6
22-24	145	1	135	100	5	34	52	5	6
Less than 9	52	—	47	100	1	29	62	5	10
9-11	27	1	25	100	4	42	44	8	7
High school graduate	66	1	63	100	9	35	48	5	4

1/ Includes persons with occupation not reported, not shown separately.

U. S. Bureau of the Census. U. S. Census of Population: 1960. Subject Reports. School Enrollment, Final Report PC(2)-5A, table 13. U. S. Govt. Printing Off., Washington, D. C., 1964.

Table 13.—Labor force status and occupation category of nonwhite males 18-24 years old not enrolled in school, by age, years of school completed, and central city and rural-farm residence, United States, 1960

(Percentage not shown where less than 0.5 or where base is less than 1,000)

Area, age, and years of school completed	Total not enrolled in school	Armed forces	Civilian labor force						Not in labor force
			Total 1/	Occupation category					
				White collar	Manual and service	Farm	Unemployed		
	Thou.	Pct.	Thou.	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Central cities:									
18-19 years old	67	4	49	100	11	58	1	22	23
Less than 9	16	—	12	100	6	59	1	23	27
9-11	29	3	21	100	9	56	1	25	25
High school graduate	22	8	16	100	16	58	—	16	17
20-21	90	4	74	100	10	63	—	16	14
Less than 9	18	—	15	100	4	68	1	17	20
9-11	37	3	31	100	8	62	—	19	14
High school graduate	35	7	28	100	16	61	—	13	11
22-24	152	4	130	100	11	64	1	12	10
Less than 9	38	1	32	100	4	70	1	12	15
9-11	59	3	51	100	9	66	1	14	10
High school graduate	55	7	47	100	18	59	—	11	8
Rural farm:									
18-19 years old	18	—	14	100	1	27	64	5	24
Less than 9	11	—	9	100	1	26	68	4	22
9-11	4	—	3	100	1	26	63	7	26
High school graduate	3	—	2	100	2	35	49	8	25
20-21	18	—	15	100	1	34	56	6	16
Less than 9	11	—	9	100	—	30	63	5	17
9-11	4	—	3	100	2	38	50	9	15
High school graduate	3	—	2	100	1	46	40	6	16
22-24	22	—	20	100	1	33	58	5	10
Less than 9	14	—	13	100	—	28	67	2	9
9-11	4	—	4	100	2	42	44	9	10
High school graduate	3	1	3	100	4	42	37	11	11

1/ Includes persons with occupation not reported, not shown separately.

Source: Same as table 12.

the labor force. Approximately two-thirds of nonwhites in the labor force with less than 9 years of school completed were in farm occupations, compared with about 40 percent of high school graduates. This is another indication that farm occupations are selective of workers with comparatively low levels of education.

Marital status of dropouts and graduates.--Comparisons of the marital status of persons 16-24 years old showed that much higher proportions of female dropouts aged 16-19 were married and living with their spouse than was the case either for high school graduates or for all females in the age group--including those enrolled in school (table 14). The proportion of 16- to 19-year-old women who were married was over half again as high (45 percent) for dropouts as for graduates (29 percent).

At ages 20-21, two-thirds of female dropouts compared with 56 percent of high school graduates were married, but by ages 22-24, differences in marital status were minor. Probably because dropouts married at an earlier age than either graduates or persons enrolled in school, the proportion of female dropouts who had borne children was higher than that for other young women in each of the age-color categories shown in table 14. It is probable that marriage and childbearing were important reasons for young women leaving school before graduation. 10/

IMPLICATIONS

The purpose of the following discussion is to provide a basis for evaluating the implications of data on school dropouts and graduates by illustrating how income is related to education.

Previous studies have shown that ".. additional schooling is associated with a very substantial increase in lifetime income" (3, p. 982). The relationships between income, education, and age, are shown in table 15 for males 25-64 years old in 1950 and in 1960. For each age group, median incomes were higher in each higher education category. For example, among males 35-44 years old--the age group with the highest median income-- those with fewer than 8 years of school had a median income of about $3,300 in 1959, compared with medians of about $5,800 for high school graduates and $8,900 for college graduates. The sharpest income differences were between males at either end of the educational distribution: median incomes of those with 8 years of school were 38 percent higher than those of males with less than 8 years of school. Incomes of college graduates were 31 percent higher than those who had completed 1-3 years of college.

There is also evidence that income differences associated with education widen with age. Median incomes of males with less than 8 years of school ranged from about $2,900 to $3,300, whereas the medians for high school graduates ranged from about $5,100 to $5,800, and those for college graduates from $6,300 to $9,400. 11/

Table 15 also shows that in 1949 and 1959, nonwhite incomes were substantially below those of whites, and that the relative income position of whites and nonwhites did not change appreciably for any age-education category. For example, in the age group 35-44, nonwhite incomes were 57 percent those of whites in 1959, compared with 53 percent in 1949; among males with some college, short of graduation, the median incomes of nonwhites were 66 percent those of whites in 1959 and 62 percent in 1949.

10/ Part of the difference between whites and nonwhites in the proportion married with spouse present reflects the higher proportions of nonwhite than white women 20-24 years old who were single. The major part of the difference, however, is because proportionately fewer nonwhite than white married women 20-24 years old were living with their husbands. In 1960, for example, 11 percent of nonwhite families headed by a person 20-24 years old were headed by women whose husbands were absent; the proportion for whites was only 2 percent. Approximately 93 percent of all married white women 20-24, compared with 77 percent of married nonwhite women the same age, were living with their husbands.

11/ Although these data refer only to the incomes of different age groups in the same year, Herman P. Miller has shown that similar relationships between income, age, and education existed in 1939, 1946, 1949, 1956, and 1958 (3, pp. 965-6).

Table 14.--Percentage of all persons, school dropouts, and high school graduates 16-24 years old married with spouse present and percentage with own children, by sex and color, United States, 1960 1/

(Percents independently rounded)

Age, color, and educational status	Male			Female		
	Total	Married, spouse present		Total	Married, spouse present	
		Total	With own children		Total	With own children
	Thou.	Pct.	Pct.	Thou.	Pct.	Pct.
Total, 16-19 years	5,253	4	2	5,226	16	9
Dropouts 1/	1,116	9	4	1,082	45	28
Graduates	678	9	3	967	29	11
White	4,638	4	2	4,583	17	8
Dropouts	918	10	4	881	48	30
Graduates	624	9	3	886	30	11
Nonwhite	615	3	2	643	14	10
Dropouts	199	6	4	201	32	23
Graduates	54	6	4	81	20	11
Total, 20-21 years	2,144	26	15	2,250	52	36
Dropouts	701	35	22	691	66	55
Graduates	889	29	15	1,184	56	34
White	1,893	27	15	1,971	54	36
Dropouts	569	37	23	555	71	58
Graduates	81[illegible]	30	15	1,083	58	34
Nonwhite	251	21	15	278	39	30
Dropouts	132	26	18	136	47	39
Graduates	76	21	14	101	39	26
Total, 22-24 years	3,133	52	36	3,257	72	56
Dropouts	1,097	56	43	1,089	75	66
Graduates	1,561	54	36	1,994	73	54
White	2,763	53	36	2,846	74	58
Dropouts	888	59	45	874	79	70
Graduates	1,437	55	37	1,825	75	55
Nonwhite	369	42	32	411	54	43
Dropouts	208	46	36	215	57	48
Graduates	124	41	29	170	53	41

1/ Dropouts are persons with less than 12 years of school completed and not enrolled in school.

U. S. Bureau of the Census. U. S. Census of Population: 1960. Subject Reports. School Enrollment, Final Report. PC (2)-5A, tables 8, 13, and 14, U. S. Govt. Printing Office, Washington, D. C., 1964.

Table 15.--Selected data on income in 1949 and 1959 for males 25-64 years old, by age and years of school completed, United States, 1960

Age and years of school completed	Number of males with income in 1959	Median income in 1959	Percent change in median income 1949-1959	Median as percent of median for age group 1959	Nonwhite median as percent of white median, 1949 and 1959		Percent with income under $3,000, 1959
	Thousands	Dollars	Percent	Percent	Percent		Percent
					1949	1959	
Total, 25-64 years	39,321	5,017	76	100	53	55	23
0-7 years	7,576	3,187	61	64	60	61	47
8	6,378	4,402	63	88	69	68	28
9-11	8,002	4,999	68	100	66	64	19
12	9,423	5,523	66	110	68	68	13
13-15	3,700	6,128	71	122	63	66	12
16 or more	4,243	7,783	74	155	60	62	9
25-34 years	10,857	4,825	76	100	57	58	22
0-7 years	1,239	2,914	70	60	67	64	52
8	1,059	4,034	68	84	72	65	31
9-11	2,368	4,582	68	95	68	63	22
12	3,298	5,099	65	106	70	68	15
13-15	1,294	5,411	71	112	67	69	16
16 or more	1,598	6,285	79	130	65	68	12
35-44 years	11,459	5,465	77	100	53	57	17
0-7 years	1,711	3,320	64	61	62	63	45
8	1,485	4,541	62	83	69	70	24
9-11	2,453	5,238	65	96	66	68	15
12	3,341	5,848	66	107	66	71	10
13-15	1,129	6,772	71	124	62	66	8
16 or more	1,340	8,857	72	162	58	61	5
45-54 years	9,808	5,091	71	100	51	53	23
0-7 years	2,252	3,342	56	66	59	61	45
8	1,974	4,609	58	90	69	70	25
9-11	2,016	5,244	63	103	65	66	18
12	1,933	5,806	58	114	63	67	13
13-15	797	6,772	65	133	58	62	10
16 or more	836	9,379	69	184	55	58	6
55-64 years	7,196	4,382	72	100	47	49	33
0-7 years	2,373	3,093	55	71	49	54	49
8	1,859	4,278	64	98	69	67	32
9-11	1,165	4,882	67	111	64	63	26
12	851	5,413	58	124	63	66	20
13-15	480	6,221	73	142	58	61	17
16 or more	468	8,782	71	200	51	55	10

U. S. Bureau of the Census. U. S. Census of Population: 1950. Vol. IV, Special Reports, Part 5, Chapter B, Education, table 12. U. S. Govt. Printing Off., Washington, D. C., 1953.

U. S. Bureau of the Census. U. S. Census of Population: 1960. Subject Reports. Educational Attainment, Final Report PC (2)-5B, table 6. U. S. Govt. Printing Off., Washington, D. C.,1963.

Males living on farms in 1960 had lower average incomes than did all males, but there was a similar relationship between education and income for farm males as for all males (table 16). White-nonwhite differences in income among farm males were closely associated with education. For instance, nonwhite farm males 25-64 years old had incomes only 31 percent of those of whites in 1959, but college-educated nonwhites had incomes about 64 percent as high as those of whites with a similar level of education.

A substantial part of the income differences associated with education is accounted for by the higher incomes of persons in occupations that have comparatively high educational requirements. But among white males in the same occupation and same age group, education was associated with higher earnings. For example, among white farmers and farm managers aged 35-44, the median earnings from self-employment of those with a high school education ($3,400) were higher than the earnings of those with 9-11 years of school ($3,100). Similarly, white nonfarm managers, officials, and proprietors 35-44 years old who had completed high school averaged earnings of about $7,000, compared with an average of about $6,200 for those with 9-11 years of school (7, table 1).

The relationship between income and education accounts for only a minor part of the total income differential between farm and urban males. For example, if males 25-44 years old living on farms and those living in central cities of urbanized areas in 1960 had had identical educational distributions, the aggregate income of farm males would have been increased by 16 percent. But if farm males had received incomes equal to those of males in central cities with similar levels of education, their aggregate income would have been increased by 55 percent. This means that under existing income differences, an increase in the educational level of farm males to the level of central city males would have raised the aggregate income of farm males only about 30 percent as much as if farm and urban incomes for each educational category were equal. 12/ Evidently, farm-urban income differences are due less to differences in education than to differences in occupational distributions, and perhaps to lower economic returns to rural-farm than urban males in the same occupation.

These data indicate that educational attainment is but one of the factors associated with income and that its economic importance may differ by type of residence. But for the many rural youth who will eventually enter an urban labor market, education will be an important requirement for occupational placement and advancement.

No information was available on several other important factors known to be related to educational attainment. Among these is student ability which other studies have shown to be closely related to completion of high school and to college attendance (4, 5). Neither was it possible to consider the characteristics of the school systems themselves which might influence dropout rates, e.g., adequacy of physical plant, instructional staff, and course offerings, nor to determine whether compliance with State laws governing compulsory school attendance varied between rural and urban areas.

Perhaps the most important finding of this analysis is that urban-rural differences in educational status of youths largely disappear when socioeconomic variables are controlled. That is, among urban and rural families with similar occupations, parental educational attainment, and income level, estimated dropout rates for 16- and 17-year-olds showed very little difference. But the higher proportions of comparatively low socioeconomic status families living in rural areas result in higher dropout rates for rural than for urban youths. This information, plus that showing sharp differences in dropout rates associated with ethnic and racial background, suggests that family educational level is an important determinant of educational attainment of the children. Thus, in families where both parents had completed high school, dropout rates were uniformly low regardless of area or residence; where parental educational levels were low, dropout rates were high--particularly in rural areas.

12/ Data derived from (9, table 6).

Table 16.--Selected data on income in 1959 for rural-farm males 25-64 years old by age and years of school completed, United States, 1960

(Percentage not shown where base is less than 1,000 persons)

Age and years of school completed	Number of males with income in 1959	Median income in 1959	Median as percent of median for age group 1959	Nonwhite median as percent of white median, 1959	Percent with income under $3,000, 1959
	Thousands	Dollars	Percent	Percent	Percent
Rural Farm:					
25-64 years	2,879	2,747	100	31	54
0-7 years	856	1,612	59	45	75
8	748	2,727	99	45	55
9-11	451	3,208	117	42	47
12	610	3,697	135	59	39
13-15	134	4,385	160	54	31
16 or more	80	5,584	203	64	19
25-34 years	563	2,850	100	32	53
0-7 years	113	1,419	50	51	82
8	94	2,572	90	45	59
9-11	100	3,090	108	40	48
12	200	3,499	123	52	41
13-15	34	3,970	139	68	35
16 or more	21	4,618	162	67	25
35-44 years	776	3,178	100	29	47
0-7 years	186	1,712	54	42	74
8	182	3,004	94	47	50
9-11	128	3,564	112	43	41
12	217	3,930	124	69	34
13-15	40	4,812	151	---	25
16 or more	24	6,151	194	---	13
45-54 years	859	2,755	100	31	54
0-7 years	280	1,695	62	43	72
8	246	2,855	104	46	53
9-11	135	3,264	118	46	46
12	139	3,733	136	63	39
13-15	36	4,653	169	---	29
16 or more	21	6,195	225	---	19
55-64 years	682	2,156	100	35	63
0-7 years	277	1,557	72	45	76
8	225	2,419	112	41	60
9-11	87	2,708	126	34	55
12	54	3,359	156	---	45
13-15	24	3,858	179	---	39
16 or more	14	5,485	254	---	23

U. S. Bureau of the Census: U. S. Census of Population: 1960. Subject Reports. Educational Attainment, Final Report PC (2)-5B, table 6. U. S. Govt. Printing Off., Washington, D. C., 1963.

Retardation in school appears to be a particularly important factor related to variations in dropout rates. In turn, school retardation is closely associated with family socioeconomic characteristics. Whether school retardation also reflects differences in ability and motivation, differences between school systems, and differences related to costs of sending children through high school cannot be determined from the data available.

It may be that young people in comparatively high-status families living in certain types of communities rarely drop out of school because of the emphasis placed on education by their parents, teachers, and schoolmates. Among youths in lower-status families living in depressed rural or urban areas, it may be that lesser emphasis is placed on education by parents and others who may influence young persons' education. In some circumstances, dropping out of school may be socially acceptable and considered "normal."

Of particular interest are the high school-dropout rates characteristic of children in families headed by fathers in specific occupations. For example, dropout rates for children of farm laborers were higher than those of any other major occupation group. Further, dropout rates were high for both whites and nonwhites, with only negligible color differences. If the close association between parental levels of educational attainment and those of their children persists, then it can be expected that comparatively high dropout rates will be characteristic of their children's children.

Some school dropouts will return to school and complete their high school education, but the majority of dropouts have completed their formal education. Few dropouts, particularly those with only a grade-school education, will complete high school, much less enter college.

DEFINITIONS AND EXPLANATIONS

The data on school dropouts and high school graduates presented in this report are based on 5-percent tabulations from the 1960 Census of Population and may differ from data based on complete counts or on 25-percent sample tabulations.

Following are the definitions of terms used in this report and a brief statement concerning sampling variability. For more detailed discussion, see (8, pp. vii - xvii).

Age of person is age on his last birthday.

Residence.--The urban population includes all persons living (a) in places of 2,500 inhabitants or more, incorporated as cities, boroughs, villages, and towns (except towns in New England, New York, and Wisconsin); (b) the densely settled urban fringe, whether incorporated or unincorporated, of urbanized areas; (c) towns in New England and townships in New Jersey and Pennsylvania which contained no incorporated municipalities as subdivisions and had either 25,000 inhabitants or more or a population of 2,500 to 25,000 and a density of 1,500 persons or more per square mile; (d) counties in States other than the New England States, New Jersey, and Pennsylvania that had no incorporated municipalities within their boundaries and a density of 1,500 persons or more per square mile: and (e) unincorporated places of 2,500 inhabitants or more.

An urbanized area contains at least one city of 50,000 inhabitants designated as the central city. The surrounding closely settled places incorporated or not incorporated are known as the urban fringe. Urban places not included in the urbanized area are defined as other urban.

The population not classified as urban constitutes the rural population. The rural population is divided into the rural-farm, all persons living on farms, and the rural-nonfarm, the remaining rural population. In 1960, places of 10 or more acres were counted as farms if sales of farm products amounted to $50 or more in 1959. Places of less than 10 acres were counted as farms if sales of farm products amounted to at least $250 in 1959.

Persons living in group quarters on institutional grounds, in summer camps, or motels, were classified as nonfarm residents; persons in households paying cash rent for a house and yard only which did not include land used for farming were counted as nonfarm. In 1960, no effort was made to identify farm population in urban areas.

Region refers to the South (Delaware, Maryland, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas, and the District of Columbia) and North and West (all other States).

Color refers to the division of population into two groups, white and nonwhite. The color group designated as "nonwhite" includes Negroes, American Indians, Japanese, Chinese, Filipinos, Koreans, Hawaiians, Asian Indians, Malayans, Eskimos, Aleuts, etc. Persons of Mexican birth or ancestry who are not definitely of Indian or other nonwhite race are classified as white. In 1960, 92 percent of all nonwhites were Negroes.

Nativity and parentage.--Native persons are those born in the United States, the Commonwealth of Puerto Rico, or a possession of the United States; persons born in a foreign country or at sea who have at least one native American parent; and persons whose place of birth was not reported and whose census report contained

no contradictory information, such as entry of a language spoken prior to coming to the United States.

Foreign-born persons are those not classified as native.

Native of foreign or mixed parentage includes native persons one or both of whose parents are foreign-born.

Region of origin of the foreign stock.--Persons of foreign stock are classified according to their country of origin--country of birth for the foreign-born and parents' country of birth for the native of foreign or mixed parentage. Natives of foreign parentage whose parents were born in different countries are classified according to the country of birth of the father. Natives of mixed parentage are classified according to the country of birth of the foreign-born parent. Countries are classified in six main groups with European countries comprising three of the groups: Northern or Western Europe, Central or Eastern Europe , and Southern Europe.

Educational attainment and school enrollment.--Questions on education refer to progress or enrollment in regular schools, defined as those public, private, or parochial schools which offer formal education that may advance a person toward an elementary school certificate or a high school diploma. Nursery schools, specialized vocational, trade, or business schools were not regarded as regular schools.

The number of persons in each category of highest grade of school completed for 1960 is the total of persons who reported that they had attended and finished the indicated grade and those who had attended the next higher grade but had not finished the grade.

Persons were counted as enrolled in school in 1960 if they were reported as attending or as enrolled in a regular school at any time between February 1, 1960, and the time of the enumeration in April 1960. Persons who had enrolled but had not actually attended were counted as enrolled in school.

School dropouts are persons not enrolled in school who have completed less than 12 years of school or its equivalent.

Estimated 16- to 17-year-old dropouts is the total of all persons 16-17 not enrolled in school.

Persons retarded in school are those enrolled in grades below the modal grade for their age.

High school graduates are persons who have completed high school but not completed one year of college.

Total family income represents the combined incomes of all family members. It is the sum of amounts reported separately for wage or salary income, self-employment income, and other income. It represents the amount received before deductions for personal income taxes, social security, bond purchases, union dues, etc. Self-employment income is net money income (gross receipts minus operating expenses) from a business, farm, or professional enterprise. Other income includes money income received from such sources as net rents, interest, dividends, and all other money income.

Earnings include wage or salary income and self-employment income.

Employment status and occupation.--Data on employment status relate to the calendar week prior to the date on which the respondents filled their Household

Questionnaires or were interviewed by enumerators. This week is not the same for all respondents because not all persons were enumerated during the same week.

Employed persons comprise all civilians 14 years old and over who were either (a) "at work"-- those who did any work for pay or profit, or worked without pay for 15 hours or more on a family farm or in a family business; or (b) were "with a job but not at work"--those who did not work and were not looking for work but had a job or business from which they were temporarily absent because of bad weather, industrial dispute, vacation, illness, or other personal reasons.

Unemployed persons are those persons 14 years old and over not "at work" but looking for work. This group also includes those persons awaiting results of recent efforts to find work (i.e.,efforts made within the past 60 days), and those waiting to be called back to a job from which they had been laid off or furloughed.

Civilian labor force includes all persons classified as employed or unemployed. It does not include members of the armed forces who are included as members of the total labor force.

Not in the labor force includes persons not classified as members of the labor force, including those doing less than 15 hours of unpaid family work in the reference week.

Occupation refers to the job held during the week for which employment status was reported. For persons employed at two or more jobs, the data refer to the job at which the person worked the greatest number of hours.

"White collar workers" include the professional, managerial (nonfarm), clerical, and sales occupation groups; "manual and service workers" include the craftsmen, operative, service, and nonfarm laborer groups; and "farm workers" include the farmer and farm laborer groups.

A family consists of 2 or more persons in the same household who are related to each other by blood, marriage, or adoption. All persons living in one household who are related to each other are regarded as one family.

Head of the family is the member reported as the head by the household respondent. However, if a married woman living with her husband is reported as the head, her husband is classified as the head for the purpose of census tabulations.

Marital status refers to the marital status of the person at the time of enumeration. A married person with "spouse present" is a man or woman whose spouse was enumerated as a member of the same household even though he or she may have been temporarily absent on business or vacation, visiting, in a hospital or elsewhere, at the time of enumeration.

An own child is defined as a single son, daughter, stepchild, or adopted child of the person in question.

Numbers shown in this report were rounded to the nearest thousand without adjustment to group totals. Percentages were rounded independently and do not always add to 100 percent.

The median is the value which divides the distribution into two equal parts, one-half the cases falling above and one-half below this value.

Sampling variability.--Data in this report are from the 5-percent sample tabulations of the 1960 Census and are subject to sampling variability, which can be estimated

from the standard errors shown in the table below. This table does not reflect the effect of response variance, processing variance, or bias arising in the collection, processing, and estimation steps. The chances are about 2 out of 3 that the differences due to sampling variability between an estimate and the figure that would have been obtained from a complete count of the population is less than the standard error. The chances are about 19 out of 20 that the difference is less than twice the standard error, and about 99 out of 100 that it is less than 2 1/2 times the standard error.

A rough approximation to standard error of estimated percentage
(range of 2 chances out of 3)

Estimated percentage	Base of percentage					
	500	1,000	2,500	10,000	25,000	100,000
2 or 98	3.3	2.3	1.3	0.8	0.3	0.3
5 or 93	5.0	4.0	2.3	1.0	0.5	0.3
10 or 90	7.0	5.0	3.0	1.5	0.8	0.5
25 or 75	10.0	6.8	3.8	1.8	1.0	0.5
50	11.0	7.8	4.0	2.0	1.3	0.8

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